



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10215 N. 43rd Avenue, Phoenix, AZ 85051

Pointe Educational Services

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Highly Performing
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 Performing Plus
2003-04 N/A
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Jody L. Johnson
Schedule : 7:30 AM to 4:00 PM
Grades : 7-12
2005 Enrollment : 605
Web Address : www.northpointeprep.org
Phone Number : (623) 209-0017
Fax Number : (623) 209-0021
E-mail : jjohnson@pesaz.org

Mission

North Pointe Prep exists to support parents in developing exemplary young leaders with superior academic preparation, a commanding knowledge of western civilization, the origins of our liberty, analytical thinking skills and virtuous character.

School / Academic Goals

- ü Provide students with courses and skills required for college entrance and success.
- ü Facilitate the development of character and leadership skills through coursework, sports, and extracurricular activities.
- ü Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- ü Increase average percentile ranking score from previous year on state mandated assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 391
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 420

North Pointe Preparatory

Instructional Programs

- Ü College Preparatory Curriculum
- Ü AP (Advanced Placement) Classes
- Ü Honors Classes
- Ü Classical Literature
- Ü Saxon Math
- Ü Concurrent College Enrollment Available

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

North Pointe Preparatory is responsible for providing students with a college prep education and a scholarly environment. Communication with home is provided through newsletters, telephone, e-mail and conferences.

Parents

Parent involvement is essential to student success. Parents are encouraged to become actively involved at the school. Parents can help foster an atmosphere of excellence and school pride by monitoring student progress and supporting the school's student conduct code, attendance policy, and dress code.

Transportation Policy

North Pointe Preparatory has limited bus transportation available for a monthly fee. There is also transportation available between our three campuses (North Pointe Preparatory, North Pointe Academy and Pinnacle Pointe Academy).

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Granted North Central College Preparatory Accreditation	2005
Ü Student serves on Valley Leadership Council	2005
Ü Flag Football Team - League State Champions	2004
Ü Coach playing in USSSA World Series in Atlanta	2005

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	78250	96	100	99	556	556	548	15	15	21	13	13	18	68	68	48	5	5	13
All Students (Prior Year)	85	85	75001	91	91	99	459	459	468	44	44	37	40	40	36	10	10	16	6	6	10
Female	39	39	38071	100	100	99	552	552	549	8	8	20	22	22	19	69	69	49	0	0	12
Male	47	47	40126	90	100	99	558	558	547	20	20	23	5	5	17	66	66	46	9	9	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	13	13	29129	100	100	99	530	530	527	45	45	32	9	9	23	36	36	40	9	9	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	69	69	38320	96	99	99	558	558	568	11	11	12	14	14	14	71	71	55	5	5	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	83	83	68996	97	100	99	558	558	561	13	13	16	12	12	18	70	70	52	5	5	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	86	86	44937	100	100	100	556	556	561	15	15	13	13	13	15	68	68	54	5	5	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	78302	96	0	99	538	538	512	4	4	11	16	16	25	68	68	57	13	13	7
All Students (Prior Year)	87	87	74918	94	94	99	501	501	497	30	30	32	12	12	19	44	44	35	13	13	15
Female	39	39	38082	100	0	99	548	548	518	3	3	8	8	8	24	75	75	61	14	14	7
Male	47	47	40166	90	0	99	529	529	507	5	5	14	23	23	26	61	61	54	11	11	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	13	13	29152	100	0	99	518	518	492	9	9	17	27	27	34	55	55	46	9	9	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	69	69	38347	96	0	99	541	541	531	3	3	5	15	15	17	68	68	68	14	14	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	83	83	69024	97	0	99	540	540	524	4	4	7	13	13	23	70	70	62	13	13	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	86	86	44979	100	0	100	538	538	525	4	4	6	16	16	18	68	68	66	13	13	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	86	78094	96	100	99	568	568	545	1	1	3	6	6	18	91	91	77	1	1	2
All Students (Prior Year)	86	86	74503	92	92	99	517	517	491	0	0	9	29	29	32	60	60	51	11	11	8
Female	39	39	38025	100	100	99	576	576	558	0	0	2	6	6	13	92	92	82	3	3	2
Male	47	47	40013	90	100	99	561	561	534	2	2	5	7	7	23	91	91	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	13	13	29068	100	100	99	567	567	523	0	0	5	0	0	27	100	100	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	69	69	38265	96	99	99	568	568	564	2	2	2	8	8	11	89	89	84	2	2	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	83	83	68892	97	100	98	570	570	559	1	1	2	5	5	14	92	92	82	1	1	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	86	86	44871	100	100	100	568	568	559	1	1	2	6	6	12	91	91	84	1	1	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	94	69846	98	98	100	709	712	699	17	14	21	15	14	11	54	55	49	15	16	18
All Students (Prior Year)	63	63	65934	98	98	100	493	493	492	47	47	43	21	21	18	26	26	24	6	6	15
Female	28	49	34328	100	100	99	694	707	702	21	16	19	21	16	12	54	56	51	4	12	18
Male	29	46	35509	91	94	100	723	717	696	13	12	23	8	12	11	54	56	48	25	20	18
African American	--	NC	3535	--	NC	100	--	NC	677	--	NC	31	--	NC	15	--	NC	46	--	NC	8
Hispanic	NC	21	23363	NC	100	100	NC	693	680	NC	18	32	NC	29	16	NC	47	45	NC	6	7
Asian/Pacific Islander	--	NC	1742	--	NC	99	--	NC	733	--	NC	8	--	NC	7	--	NC	46	--	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	46	64	36421	100	98	99	711	717	714	17	13	12	14	12	8	52	57	54	17	18	26
Students with Disabilities	--	--	7690	--	--	100	--	--	593	--	--	64	--	--	14	--	--	21	--	--	2
Students without Disabilities	57	97	62220	98	100	99	709	713	712	17	14	16	15	14	11	54	56	53	15	16	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	57	97	48489	100	100	100	709	713	704	17	14	15	15	14	10	54	56	52	15	16	23

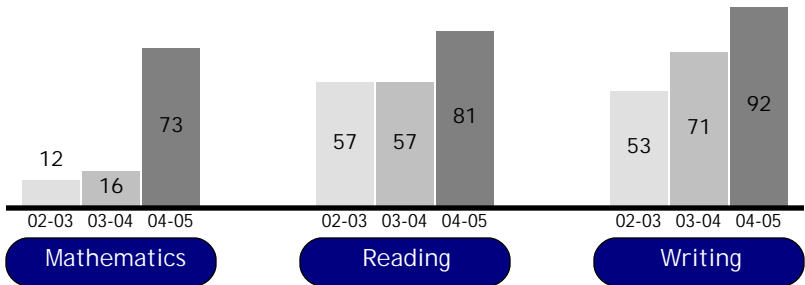
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	104	71311	100	100	100	720	722	694	0	0	7	12	11	21	80	76	63	8	13	9
All Students (Prior Year)	61	61	68162	95	95	100	527	527	509	3	3	18	16	16	24	70	70	51	10	10	8
Female	27	54	34899	100	100	100	713	718	700	0	0	5	13	15	19	88	74	66	0	11	10
Male	32	52	36430	100	100	100	728	726	688	0	0	9	12	7	22	72	79	61	16	14	8
African American	--	NC	3573	--	NC	100	--	NC	676	--	NC	9	--	NC	26	--	NC	60	--	NC	4
Hispanic	NC	24	24056	NC	100	100	NC	711	672	NC	0	13	NC	18	31	NC	82	53	NC	0	3
Asian/Pacific Islander	--	NC	1731	--	NC	98	--	NC	717	--	NC	3	--	NC	13	--	NC	68	--	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	47	70	36841	100	97	99	721	724	713	0	0	3	11	9	12	80	75	72	9	16	13
Students with Disabilities	--	--	8021	--	--	100	--	--	590	--	--	27	--	--	42	--	--	29	--	--	1
Students without Disabilities	60	107	63379	100	100	100	720	722	707	0	0	5	12	11	18	80	77	68	8	12	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	60	107	49157	100	100	100	720	722	702	0	0	4	12	11	16	80	77	69	8	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	103	70868	100	99	100	720	715	688	0	0	5	8	13	23	76	69	63	16	18	9
All Students (Prior Year)	60	60	67629	94	94	100	547	547	524	10	10	22	8	8	16	82	82	59	0	0	3
Female	28	54	34710	100	100	99	719	716	697	0	0	3	13	15	19	67	63	66	21	22	12
Male	31	51	36176	97	100	100	721	714	678	0	0	7	4	9	27	84	77	59	12	14	7
African American	--	NC	3557	--	NC	99	--	NC	675	--	NC	7	--	NC	25	--	NC	62	--	NC	6
Hispanic	NC	23	23868	NC	100	100	NC	703	670	NC	0	9	NC	18	33	NC	65	55	NC	18	4
Asian/Pacific Islander	--	NC	1732	--	NC	98	--	NC	713	--	NC	2	--	NC	12	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	47	69	36710	100	96	99	719	718	702	0	0	2	9	11	15	75	72	69	16	17	13
Students with Disabilities	--	--	7900	--	--	100	--	--	580	--	--	22	--	--	49	--	--	28	--	--	1
Students without Disabilities	59	105	63054	100	100	99	720	715	701	0	0	3	8	12	20	76	70	67	16	18	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	59	105	48960	100	100	100	720	715	694	0	0	3	8	12	18	76	70	67	16	18	12

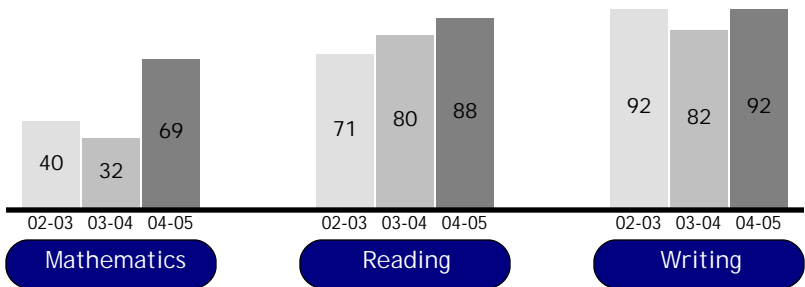
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	97	64	64	51	90	61	NA	54	100	60	60	50
	Language	96	71	71	54	96	71	71	58	100	66	66	52
	Mathematics	94	61	61	58	90	70	70	62	100	59	59	50
8	Reading	90	61	61	53	94	60	NA	55	96	63	63	51
	Language	96	61	61	49	98	60	60	52	96	62	62	50
	Mathematics	90	57	57	58	96	60	60	61	96	62	62	53
9	Reading	97	56	56	41	91	58	NA	42	100	64	60	51
	Language	93	57	57	42	93	58	58	42	100	62	59	50
	Mathematics	99	68	68	60	93	59	59	63	100	60	54	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	35.00
Other Professional Staff	2.50	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	6	0	0
4 to 6 years	12	0	0	0
7 to 9 years	0	2	0	0
10 or more years	6	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	173
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Lab, TV Station	Ü Gym, Sports Field (2005)
Ü Media Center	Ü Theatre/Performance Space

Extracurricular Activities

Ü Football, Volleyball, Flag Football	Ü NHS, NJHS, ITS, Theatre, Speech
Ü Basketball, Cheer, Soccer	Ü Chamber Ensemble, Choir, Band,
Ü Baseball, Softball	Ü Scrabble Club, Art Club, preptv
Ü Academic Decathalon, Mock Trial	

Social Services

Ü Student Services Department
Ü Scholarship Application Services
Ü College Night, FAFSA Night
Ü College Application Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü North Pointe Preparatory was accredited by the North Central Association in 2005 (Received College Preparatory Accreditation)

- ü The Nest (our gym) opened in the spring of 2005. Construction on the football and softball field will be completed in the fall of 2005.

- ü The class of 2005 was the first class to have students who attended North Pointe Preparatory during all 4 years of high school. Graduates received full ride scholarships to ASU, ASU West and Glendale community College.

- ü 90% of our 10th graders and 92% of our 8th graders passed AIMS Reading in 2005. Our state test scores were consistently above the state average.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	24	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

NPP is a closed campus. Visitors are required to sign-in at the office and wear an identification badge. The sense of community ensures that staff, parents and students are able to recognize each other. Character traits are systematically taught and enforced throughout the curriculum.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Rena Garcia	(623) 209-0094
Community Resources	Jody L. Johnson	(623) 209-0017
School Nutrition Programs		
Parent Organization	Jeff and Lezlie Shortsleeve	(623) 209-0017
Student Health/Nurse	Cheryl Hulstrom	(623) 209-0017

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.